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ABSTRACT

This study examined the personal values of elementary school administrators in Turkey. Data were collected from 104 principals and 254 assistant principals in elementary schools located in the borders of metropolitan Ankara. Information compiled included gender, level of education, job title, seniority, and level of adoption (using a scale of 0 to 4) of personal values such as money, power, family, aesthetics, creativity, and social dimensions. Statistical analysis of the data shows that elementary school administrators adopt personal values in descending order of importance starting with family, social relations, creativity, power, aesthetic, and money. Two conclusions are that personal values of elementary school administrators are consistent with the dominant values of Turkish society, and that educational organizations do not show the level of success in creating and developing new values as they do in promulgating traditional values. It is proposed that school administrators' personal values be analyzed and redefined and that the number of female administrators be increased because their values are more harmonious with the position than men's. Statistics are presented in five tables. (RT)

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WITH WHICH VALUES ARE ELEMENTARY SCHOOLS ADMINISTERED IN TURKEY?

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Abstract

In this study, the individual values of the elementary school administrators are examined. The data were collected from 104 principals and 254 assistant principals in elementary schools located in the borders of metropolitan city of Ankara. The findings show that the dimensions of elementary school administrators' individual values are in the order family, social relations, creativity, power, aesthetic and money. Status, gender and tenure are variables in determining the degree of the importance of the other individual values except the family. Among these variables, gender is the most efficient factor. The values of the school administrators are consistent with the values of Turkish society.

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Introduction

It seems rather hard to understand and explain the behavior of individuals without determining the values that direct their thoughts. For individuals behave in accordance with values that they adopt and consider important (Warren 1995:149). For this reason, the values of the individual are essential in understanding and explaining his behaviors.

At the organizational level, the values adopted and deemed important by managers and the managed seem to be the prerequisite of forming a common culture; motivating people; managing the conflict; communicating efficiently, etc. (Downey, 1994; Hinterhuber and Erici, 1998). Furthermore, values are considered to be one of the effective means of enabling the organizations to reach their goals within the chaotic nature of the environment and speed of change, and to survive (Tetenbaum, 1998:21-34).

Values

Values are defined as convictions of a permanent nature, acquired by individuals in their early experiences, and altered only by extremely significant events; as criteria suitable for characterizing and judging events, facts, objects and people. Values facilitate, for the individual, to specify his field of objectives, direction and activity. Values include systems of convention and taste that are generally both socially shared, adopted, felt, approved and agreed upon; and individually adopted in person and asserting individual differences. For this reason, individual differences in behavior are explained by different value systems (Kouzes, 1993; Brown, 1990; Ivancevich, 1996; Mesiti,1996).

Upon a through search of the literature, it is determined that value systems may be dealt with under two interrelated main headings as 1) individual values, 2) work values. In the following subheadings, the extensions of the individual and organizational values are given.

Individual values

In a study, individual values are analyzed under six dimensions as 1) theoretical 2) economic, 3) aesthetic, 4) social, 5) political, and 6) religious. Search for truth, knowledge, etc. includes **theoretical;** financial gains include **economic**; experiences and preferences on form and adaptation include **aesthetic**; general and personal relations with others include **social**; power, influence, leadership, etc. include **political**; explanation of the universe, perception of the world, etc. include **religious values** (Goodstein, 1983:203).

In another study, values are defined in two dimensions as 1) **instrumental** and 2) **terminal.** Instrumental values express meanings related to terminal values and alternative behaviors pursuant to them. Whereas **terminal** values include meanings laid upon objectives that the individual wants to achieve throughout his life, and behaviors pursuant to them. Politeness, responsibility, integrity, independence, self control, loyalty, tolerance, et. include **instrumental values**; a comfortable or an exciting life, freedom, success, equality, family or national security, peace, happiness, self-respect, social approval, etc. include **terminal values**. It is argued that the value pattern of the individual consists of the combination of the harmonious instrumental values and totality of terminal values (Rokeach, 1968a:203; 1973b).

Work Values

Work values are classified in relation to the "nature of the work" and the "results of the work" as "intrinsic" and "extrinsic" .**Intrinsic values relating to the nature of the work** include such preferences as assimilation of a hard or interesting work, acquirement of new knowledge and aptitudes in work, full realization of one's own potentialities, taking responsibility, being independent and creative, etc. **Whereas extrinsic values relating to the results of the work** express such preferences as work's providing for economic, social returns such as money, status, confidence or work's enabling the individual to assign time for the family and hobbies (Nord, 1988:1-42).

If we make a general evaluation of the theoretical context given above in relation to the subject-matter of this study, it may be said that personal values affect our whole lives in its various dimensions. So it seems rather hard to consider work values, defined and classified in relation to the organizational life of individuals, in isolation to

individual values. For instance, we may expect someone who adopts family and social approval as "terminal value" to have such instrumental values as responsibility, loyalty, tolerance and politeness. Due to his nature and its results, it is equally possible for the same person to prefer a job enabling him to assign much more time for his family and to form social relations easily, and to adopt intrinsic and extrinsic values. Lack of arrangement of a way of life commensurate with the individual's adopted values may adversely affect his inner peace and his peace with the surrounding.

It is well known that organizational values have such essential functions as to form a common culture, to motivate the members, to manage possible conflicts, to provide effective communication, etc. Values are characterized as effective means for organizations in their survival and in reaching their objectives.

It may be said that "organizational values," one of the dominant factors in organizational culture, are a common interpretation of the individual and professional values shared by its members. In this sense, organizational values include general values interpreted and agreed upon by members as "organizational truths." At this stage, it should be emphasized that harmony and similarity between the individual's own personal and professional values and the general values of his organization is essential. Harmony and similarity are expected to affect positively the individual and organizational peace and success. As a result, it may be said that the specification and knowledge in an organization of the values adopted by managers specifically and by all individuals generally is necessary. Due to their positions and functions, managers are different from the other members of the organization. This difference, in addition to enabling the managers to interpret organizational values as "organizational truths" and to have them adopted; to develop new reconciled values, and to use values as an effective means, may also give them the opportunity to reflect their own personal values to this process.

Education and school is an initiative that is focused on values and lives by values. In this study, we deal with school administrations and seek answers to the following questions.

1. What are the personal values adopted by school administrators (administrators and their assistants)?

2. Are the school administrators' a) gender, b) age, c) level of education, d) job title and e) professional seniority a variable in values?

Method

Population and Sample

The study is designed along the lines of survey model. The population of the research is elementary school administrators and their assistants who work in metropolitan districts (Çankaya, Keçiören, Altındağ, Yenimahalle, Mamak, Etimesgut, Sincan, Gölbaşı) that belong to Metropolitan Municipality of Ankara Province. It was specified that 282 administrators and 1088 assistants work in the population (MEB, 1997). The sample size to be taken from the group of administrators and their assistants was determined by the sample range tables (Balcı, 1995). At the conclusion, it was decided that 150 out of the 282 administrators and 277 out of the 1088 assistants should be taken as the sample at the 0.95 reliability and .05 significance level.

Collection of the Data

In this research a public survey, used by Sherwyn P. Morreale, was adopted to Turkish; its validity and reliability was tested and used (Shockley-Zalabak, 1991:412). The survey consists of two parts. The first part was designed so as to compile information on gender, level of education, job title and seniority of the administrators and their assistants. In the second part, there are 24 items consisting of the statements relating to money, power, family, aesthetics, creativity and social dimensions that determine the personal values of the administrators.

In order to specify the level of assimilation of the statements relating to the extent of the personal values, alternatives ranging from 0 to 4 are presented, with 0 standing for "not adopted at all" and 4 standing for "fully adopted".

Analysis and Interpretation of the Data

Data gathered in the research are specified and interpreted on the basis of arithmetic means and standard deviations of the total points of each dimension relating to administrators' personal values.

Considering that five-in a row alternative used in data gathering survey has four equal intervals, the values of means specifying the assimilation level of each dimension of personal values are specified as follows: 0-0.80 "none", 0.81-1.60 "very little", 1.61-2.40 "partly", 2.41-3.20 "greatly", 3.21-4.00 "totally". Thus dimensions are listed by their levels of assimilation.

t- test was used so as to determine if gender and job titles of the administrators differentiate the assimilation level of each dimension forming personal values; and analysis of variance was used in the case of age, seniority and level of education. In order to determine the source of variation for the F values that are found significant, Tukey HSD multi-comparability test technique was used. In the tests, significance was searched for at the 0.05 two-tail level.

Findings

Personal Values of School Administrators

The dimensions of the personal values adopted by the elementary school administrators are given in Table 1.

Table 1. Personal Values Adopted by School Administrators.

(n=358)

VALUES	X	SS
FAMILY	3,23	0,68
SOCIAL	3,20	0,61
CREATIVITY	2,85	0,62
POWER	2.65	0.60
AESTHETICS	2,61	0,68
MONEY	2,55	0,83

Family is the only value dimension adopted at the "totally" level and ranks in the first place. The other value dimensions are found to have been adopted "greatly" at the order of "social relations", "creativity", "power", aesthetics", and "money" (Table 1).

Gender

Findings related to the comparison of personal values adopted by school administrators according to their age are given in Table 2.

TABLE 2. Comparison of Personal Values Adopted by School Administrators According to Their Age

VALUES	GENDER	X	SS	t
FAMILY	FEMALE	3,31	0,60	1,36
	MALE	3,20	0,70	
SOCIAL	FEMALE	3,35	0,52	2,78*
	MALE	3,15	0,64	
CREATIVITY	FEMALE	3,13	0,48	5,47*
	MALE	2,74	0,64	
POWER	FEMALE	2,74	0,54	1,74
	MALE	2,62	0,62	
AESTHETICS	FEMALE	2,78	0,58	2,85*
	MALE	2,55	0,71	
MONEY	FEMALE	2,73	0,77	2,49*
	MALE	2,48	0,84	

*p<.05

The assimilation levels of personal values of female and male are not different at the "family" and "power" dimensions. On the other hand, there is a significant difference at the "social relations", "aesthetics", "money" and "creativity" levels. The difference stems from the fact that females as administrators adopt the said values at a higher level (Table 2).

Level of education

Findings related to the comparison of personal values by school administrators according to their level of education are given in Table 3.

Table 3. Comparison of Personal Values Adopted by School Administrators According to Their Level of Education

VALUE	Source Of Variance	Sums of Squares	Means of Squares	F	Different Groups
FAMILY	Between Group	0,9608	0,2402	0,51	
	Within Group	164,5093	0,4660		
	Total	165,4701			
SOCIAL	Between Group	3,2058	0,8014	2,13*	2-5
	Within Group	132,2888	0,3748		
	Total	135,4946			
CREATIVITY	Between Group	1,6226	0,4056	1,03	
	Within Group	138,4174	0,3912		
	Total	140,0400			
ESTHETICS	Between Group	3,3872	0,8468	1,81	
	Within Group	164,4270	0,4658		
	Total	167,8142			
POWER	Between Group	1,0719	0,2680	0,73	
	Within Group	128,8088	0,3649		
	Total	129,8808			
MONEY	Between Group	1,1842	0,2961	0,42	
	Within Group	244,9485	0,6939		
	Total	246,1327			

*P<.05

It has been understood that there is a significant difference between assimilation levels of the personal values of administrators by their level of education only at the "social relations" dimension. According to Tukey HSD multi comparison test results, administrators with a masters and PhD degree differentiate from the graduates from higher schools with a two year education (Table 3).

Job Title

Findings related to the comparison of personal values by school administrators according to their job title are given in Table 4.

Table 4. Comparison of Personal Values Adopted by School Administrators According to Their Job Title

VALUE	JOB TİTLE	n	X	SS	t
FAMILY	Administrators	104	3,18	0,62	0,83
	Assistant	254	3,25	0,70	
SOCIAL	Administrators	104	3,09	0,67	2,22*
	Assistant	254	3,25	0,58	
CREATIVITY	Administrators	104	2,79	0,64	1,06
	Assistant	254	2,87	0,62	
AESTHETICS	Administrators	104	2,58	0,71	0,48
	Assistant	254	2,62	0,67	
POWER	Administrators	104	2,68	0,61	0,59
	Assistant	254	2,64	0,59	
MONEY	Administrators	104	2,45	0,81	1,41
	Assistant	254	2,59	0,83	

*p<.05

It has been understood that there is a significant difference between assimilation levels of the personal values of the administrators by their job title only at the "social relations dimension. The difference stems from the fact that administrators' assistants adopted this dimension at a higher level than administratorss (Table 4).

Seniority

Findings related to the comparison of personal values by school administrators according to their seniority are given in Table 5.

Table 4. Comparison of Personal Values Adopted by School Administrators According to Their Seniority

VALUE	Source Of Variance	Sums of Squares	Means of Squares	F	Different Groups
FAMILY	Between Group	0,9608	0,2402	0,51	
	Within Group	164,5093	0,4660		
	Total	165,4701			
SOCIAL	Between Group	3,2058	0,8014	2,13*	2-5
	Within Group	132,2888	0,3748		
	Total	135,4946			
CREATIVITY	Between Group	1,6226	0,4056	1,03	
	Within Group	138,4174	0,3912		
	Total	140,0400			
ESTHETICS	Between Group	3,3872	0,8468	1,81	
	Within Group	164,4270	0,4658		
	Total	167,8142			
POWER	Between Group	1,0719	0,2680	0,73	
	Within Group	128,8088	0,3649		
	Total	129,8808			
MONEY	Between Group	1,1842	0,2961	0,42	
	Within Group	244,9485	0,6939		
	Total	246,1327			

*P<.05

It has been understood that there is a significant difference between assimilation levels of the personal values of the administrators only at the creativity and aesthetics dimensions. It has been found that administrators with 1-5 year seniority differentiate from 11-21 + seniority group at the creativity dimension; whereas at the aesthetics

dimension administrators with 11-15 years seniority differentiate from those at 1-10 and 21 + seniority level (Table 5).

Discussion

The findings of this study may be summed up as follows:

1. "Family" is the only dimension adopted totally by school administrators.

2. "Money" as a value dimension has been adopted greatly but ranks at the bottom of the list.

3. Value dimensions such as "social relations", "aesthetics", "money" and "creativity" are adopted at a higher level by women administrators.

4. The value dimension of "social relations" have been adopted at a higher level by administrators's assistants than administrators, by administrators with a masters and PhD degree than administrators graduated from a higher school with a two year education.

5. The value dimension of creativity has been adopted at a higher level by administrators with a 1-5 year seniority than those with 11-21 years seniority.

6. Administrators with a seniority of 11-15 years adopt value dimension of aesthetics at a higher level than those with 1-10 and 21 + years of seniority.

The findings of this research are consistent with and show a similarity to some of the previous studies. In a study aimed at specifying the values of Turkish society, it has been found that family is evaluated as a very important institution in social life; a possible change towards the diminishing of the importance of money and material wealth is deemed "proper" (TÜSİAD 1991: 36-38).

In a study where approximately 40 countries were compared, it was found that in Turkish society, "loyalty", "sensitivity to human relations", "spiritual satisfaction" were adopted, rather than "attainment of individual material success", "independence" and "resoluteness"; in another study it was found that Turks provide intensive group assistance to each other (Hofstede, 1990: 42-63; Kinkaid, 1959).

In another study it was found that administrators in the public sector of Turkey adopt traditional and general social values and reflect them to their behaviors (Arbak and Others: 87-99).

The values and priorities adopted by elementary education school administrators are generally consistent with and similar to the dominant values of Turkish society. It may also be thought that educational organizations have been effective in the adoption of those values by individuals. In this sense, social values shape educational organizations and their employees; and educational organizations, in turn, provide for the dissemination, sharing and passing over of values. Thus, the view that dominant values are passed over from one generation to the next through the institutions of education, religion, family, etc; and that they shape individual and organizational values, is once again confirmed. This process of shaping may be differentiated according to individual's gender, age, education, profession, organization (Bellah and Others, 1985; Lydn, 1967). In fact, in our study too, gender, job title, level of education and seniority are variables in the adoption of some value dimensions. Gender, in differentiating the adoption of 4 value dimensions out of 6, is a far more effective variable than others. The fact that female administrators adopt "social relations", "aesthetics", "money" and "creativity" at a higher level than men is consistent with research findings that analyze the process of socialization and education in childhood and youth, and in professional life. In the scope of roles attributed to women on the basis of gender are efforts such as social domains, music, art, secondary administrative positions, contribution to the family budget (Özen, 1988: 220; Kağıtçıbaşı, 1977: 35-38; Ataay, 1998). This, in turn, coincides with the scope of value dimensions such as social relations, creativity, aesthetics and money that are adopted at a higher level by women administrators.

The fact that administrators' assistants adopt "social relations" value dimension more highly than their administrators, and administrators holding masters degrees than higher school graduates with a 2 year education, may be explained by their job requirement and educational acquirements. It may be said that, in practice, due to their job requirement, the relations of administrators' assistants with personnel and the environment is more intensive than that of the administrators. It is observed that in the selection of administrators' assistants, those individuals with high level aptitudes in social relations are preferred. It is well known that an increase in the level of education provides the individual with such personal gains as self-confidence and ease in social relations.

The first years of profession or the position attained in a job may be evaluated as critical periods. It is well known that individuals spend a more intensive effort so as to assert themselves in these periods; to restore their present status and to promote to positions of higher levels, etc. These efforts include distinct, new and creative activities (Leithwood, 1990). In this sense, it seems natural that the creativity value dimension is adopted at a higher level by administrators with 1-5 year seniority who are somehow at the critical period of their career, than those with 11-25 and more years of seniority and they are differentiated from the 6-10 year seniority group who are closest to them.

The first 10 years and thereafter of a career may generally be evaluated as a period in which individuals assert themselves and attain social and economic comfort. It is probable that they assign more time to themselves and to their personal interests in this period. In the subsequent periods, and especially with the approach of retirement age, they are primarily concerned with ensuring a safe and sound future and individual efforts are aimed with this prospect in mind. As a matter of fact, it is found in this research that administrators with 11-15 years of seniority adopt aesthetic value dimension more highly than other seniority groups.

When a general evaluation is made as to the subject matter of this study and the findings of the aforementioned ones, the personal values of the elementary education school administrators reflect the dominant values of Turkish society. The administrators

are in general a homogenous group. These values are in line with the findings of the studies carried out within a time span from 1959 to 1997 whose scope was illustrated in the present study. In this sense, it may be said that despite all the changes experienced in approximately 40 years, social values have survived. When it is remembered that behavior is the subsequent chain of convictions and attitudes, and a more general abstract and permanent in relation to priorities, values; and values express permanent directions related to notions, the situation may be considered natural (Esmer, 1999; Kağıtçıbaşı, 1981).

In this study, it has been asserted that personal values affect our whole lives through their organizational and individual dimensions, and they affect in a positive manner the success of the individual in arranging a way of life commensurate with the personal values adopted.

Furthermore, it has been emphasized that values at the organizational dimension have such important functions as to form a common culture, to motivate members, to direct probable conflicts, to provide efficient communication, etc. When it is considered in this context, it may be said that elementary administrators find themselves in a work milieu commensurate with the personal values adopted. Because educational organizations in Turkey have a way of functioning which enables the employees to assign more time to their families, that social relations are intensive, to reflect their creativity in work should they wish to do so and present limited economic opportunities. This harmony and similarity prepares a suitable ground for the realization of organizational peace and success to the administrators who seem, in general, to be a homogenous group in view of the personal values they adopt. However, at present, educational institutions, their administrators, their employees, are criticized intensively at various levels in view of their success and their performance in attaining success. And this contradictory situation brings to mind the following question :

Were educational organizations in Turkey unable to show the success in creating and developing new values that they showed in transferring and spreading traditional values?

Conclusion

The conclusions and proposals of this study may be listed as follows:

1. The personal values of the administrators of the elementary schools reflect the dominant values of the Turkish society.

2. The administrators are harmonious and similar in view of the values they adopted with their society and with each other.

3. There is a suitable ground for administrators to realize individual, organizational and social success and peace.

4. Educational organizations are unable to show the success in creating and developing new values that they show in transferring and spreading traditional values. Based on these conclusions the following proposals are presented.

1. The analysis of the contents of individual values adopted by school administrators must be made; the content elements of the programs of the school administrators must be redefined and their perception must be realized.

2. Taking into consideration that women administrators have more suitable values in regard to administration, measures must be taken so as to increase the number of female administrators in elementary education schools.

3. A differentiation must be realized, by the addition of an academic dimension, in raising administrators' assistants merely through the method of "master-apprentice" with the school administrators.